

NOTES ON CRITICISM LESSONS.

At a Criticism Lesson given this term, Miss Mason called attention to the importance of ascertaining by means of a summary whether the lesson has been assimilated by the children. With younger children narration of a whole or part of the lesson is the best means to adopt, because it is not only a training in accurate and coherent thought, and an exercise in correctness of expression, but also the very fact of narrating causes the children to make a vivid mental picture of what they describe. It is important not to interrupt the narration by questions; but if one child hesitate, to allow another to take up the thread of the story. With older children other means of recapitulating may be adopted, and it is well to vary them as much as possible. One good way is to allow the children to write down two or three questions such as would contain the most important points of the lesson; answers in this case are unnecessary. There are of course many other methods of summarizing, *e g.*, writing a short report on questions set previously by the teacher, and carefully chosen, so that the answers may not be vague or rambling. Another good way is to use a map if the subject permit, or to sum up by a few oral questions on a part or the whole of the lesson. If the children know a part, they will probably have grasped the whole equally well.

On another occasion special stress was laid on the importance of never allowing children to produce imperfect work. Therefore, in handicrafts it is well to begin with the simplest models, and to graduate the difficulties. If the children be allowed to attempt work which they cannot execute perfectly there is no further incentive to work.

POETRY CLUB NOTES.

On the whole the meetings have been well attended this term. We have had four already.

October 6th.—This was our first meeting this term. We devoted the evening to Crashaw. The President read a short life, and then we read several poems, including "The Flaming Heart," "The Tear," "Dies Irae, Dies Illa," "Easter Day," "The Twenty-third Psalm."

October 20th.—This evening we read Vaughan's poems. We were not able to get a good life, and the account in the encyclopædia was distinctly meagre. We wonder how the ex-students fared in this respect. Among others we read "The Retreat," which is said to have been origin of Wordsworth's Ode, "St. Mary Magdalene," "The Relapse," "They are all gone into the world of light," "The Constellation."

November 3rd.—On this occasion we deviated from our programme and read some poems of Coleridge, as he is one of the poets we are studying at the Extension Lectures this term. We had the pleasure of welcoming Miss Epps at this meeting. Among the poems read were "Kubla Kahn," "Christabel," part of the "Ancient Mariner," "To Louisa," "Ode to Dejection," and "To the Nightingale."

November 17th.—Everyone was compelled to attend this meeting, it being the occasion of the election of the President and Secretary for next year. Miss M. E. Franklin was elected President, and Miss Macfarlane, Secretary. The Juniors suggested the poets for next term, which are Milton (shorter poems), Thomson, Keats ("Endymion," and shorter poems). They think it better to give more time to each poet, and to thoroughly study the works of the greater poets before proceeding to the minor.

Afterwards we read some of Shelley's poems, "The Skylark," "Arethusa," "Adonais," and part of the "Ode to the West Wind." We think of continuing to read Shelley at the next meeting, which will be our last.